Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a

Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

**Remember to think TPACK.**

*NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).*

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| Your Name | Lacey Campbell |
| What is the performance task for your unit? | Life as an artist is tough. You are a self-obsessed author living alone in the city. The cost of living is high and only getting higher and it’s time to make some money. In fact, it’s far beyond that time, as you have about drained your savings and are far too independent to ask for help (not that many would be quick to come to your aid; you’re far too focused on yourself. Oh, you.) Since you are the center of your own universe, and the best author of that universe, you have decided it’s time for you to write your greatest work yet, your swan song… a story about yourself. This can’t be just any piece, it needs to be amazing, as to accurately reflect you. You need to produce a vivid account of an event of your life that is so riveting that the publishing company, Cat In The Dark, wouldn’t even consider choosing to publish any piece over yours (not that they would, of course.) The tale can be real or imagined, it’s not like they would know the difference anyway (and you’re wonderful enough to accomplish anything if you try, so it would be basically true) it just needs to be vivid and follow a logical sequence of events. You need large sums of cash, and time is constantly fleeting, so all that remains between here and your writing is deciding exactly which epic tale it is you wish to tell. |
| What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required) | Laptops and Figtment.com |
| Lesson # in which students will create the performance task | 6 |

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

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| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
| Organizers | http://www.learnnc.org/lp/editions/writing-process/5809 | These will be used regularly in my class for planning of many different types of writing, so students should become quite familiar with them. |
| Using Figment.com | http://figment.com/faqs | I could walk the class through a posting so they can see the ins and outs of the website. |

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

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| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
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3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

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| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
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4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

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| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
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5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki’s privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter’s tools in PowerPoint, etc.)

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| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
| Students will post directly to Figment.com |  |  |
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